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ABSTRACT

A course outline and sample materials for a course in English for garment workshop employees in New York are presented, and theoretical considerations in establishing an English for specific purposes (ESP) course are explored. Attention is directed to the needs analysis process undertaken in the garment industry. Specifically, ESP is used to mean English for occupational purposes for students who are working in the industrial setting. The ESP course is limited in terms of content; only certain of the basic skills (reading, writing, listening, speaking) may be emphasized; only relevant vocabulary, grammar, and functions are selected; only suitable themes and topics are chosen; and only the necessary communicative needs are selected. Background information is provided on the working situation in the industry, and guidelines are presented on approaches to collecting the kind of information needed for writing an English language program. An outline is presented of functional teaching materials for 80 classroom hours with elementary immigrant learners, along with suggestions for teaching methodology and evaluation of student progress. Additional topics include the syllabus developed by the National Centre for Industrial Language Training, Southall, London, England; an adaptation of Jupp and Hodlin's syllabus; and application of Munby's Communicative Needs Processor. (SW)

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ENGLISH FOR SPECIFIC PURPOSES:

A CASE STUDY IN AN INDUSTRIAL SETTING

By

Clare Alexander

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Submitted in partial fulfillment of the requirements for the degree of Master of Arts (Teaching English as a Second Language), Hunter College, The City University of New York.

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Chapter I INTRODUCTION

The purpose of this paper is essentially dual. First, it sets out, as a task in itself, to produce a syllabus and sample materials for teaching English to non-English speaking employees of garment workshops in New York. This would seem to be a worthwhile task in itself, justified by the fact that despite increasing competition from abroad, the garment industry remains an important one in New York. Moreover, it has been during its long history, and continues to be a major employer of foreign-born labor. Many of these factories are non-unionized "one-nationality" establishments which survive quite happily without English. However, there are also a great number of mixed shops where English is required as a lingua franca.

Clearly these non-English speaking employees are able to "survive" as employees and union members; however, they lack flexibility and real control of their working environment and are able, only with great difficulty (such as the use of interpreters), to function as fully participating union members.

Obviously also, most have achieved some degree of passive understanding of English in order to function minimally in the work situation and in the outside world.

It is therefore this passive knowledge of English which must be harnessed and transformed into a productive and active use of the language. This is the first task which the writer of this paper attempts to address.

The second purpose of the paper is to explore the theoretical considerations involved in setting up any kind of "English for specific purposes" course. The theoretical considerations are therefore explored for their own sake as well as with the aim of applying them to the case study in hand. This is not to say, however, that "ESP"[1] should be seen as something dramatically new and revolutionary. As Brumfit has said, "... the seeds of ESP were present in all good teaching"; it is just that:

> Developments in sociolinguistic theory and practice over the last decade have enabled teachers to be more specific about the relationship between linguistic form and communicative function. Not only are we more aware than we were in the past of the variety and range of communicative devices employed by speakers, but we are also far more aware than we were of the constraints which the situation, the setting, the background of the speaker/learner/listener impose on the utterances produced.[2]

With these two purposes in mind, the paper will be set out in the following way. Chapter Two explores the theoretical underpinnings of English for specific purposes

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[1]The abbreviation used for "English for Specific Purposes," will be used throughout this paper.

[2]Christopher Brumfit, "Commonsense about ESP," in English for Specific Purposes, ed. Susan Holden (Grimsby, England: Modern English Publications, 1977), p. 71.

and the relationship between needs analysis and syllabus development. Chapter Three describes the findings of this writer with regard to the language needs of garment workers, and Chapter Four goes on to convert these findings into actual materials and suggested teaching methods.

CHAPTER II EXPLORATION OF EXISTING LITERATURE

A: The Field of ESP: Definitions and Features

The most recent, and to date, the most exhaustive review of the current "state of the art" of English For Specific Purposes, has been carried out by Pauline Robinson of the Centre For Applied Language Studies at the University of Reading, and is published by Pergamon Press.[1] This thorough and valuable little book begins with a chapter on definitions of ESP and continues through a survey of theoretical positions and an analysis of current publications, to several appendices and an exhaustive bibliography. As such it is certainly an essential starting point for any study on ESP. Outlined below are several of the important points made by Robinson.

1. Definitions

A certain amount of confusion has centered around the use of the term "ESP." Once standing for "English for Special Purposes", the field is now increasingly referred to as "English for Specific Purposes", because

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[1]Pauline Robinson, ESP (English for Specific Purposes), (Oxford, England: Pergamon Press, 1980).

of the notion that "special" seemed to imply a "special language" with emphasis on specialized terms. While this emphasis on special terms may be a small part of ESP, the term "specific" is now preferred because of its implication that it is the purposes which are specific, rather than the language.

Several other writers in the field emphasize this point. Robinson says: ESP "is generally used to refer to the teaching/learning of a foreign language for a clearly utilitarian purpose of which there is no doubt."[1] Munby's[2] massive contribution to the field in terms of needs analysis, also suggests that the learner's needs should be paramount. As he says, course design should reflect a much more rigorous approach and is determined by learner-centered criteria "rather than non learner-centered criteria such as the teacher's or institution's predetermined preference for General English or for treating English as part of a general education."[3]

2. Types of ESP

Robinson also gives Strevens' diagrammatic representation[4]

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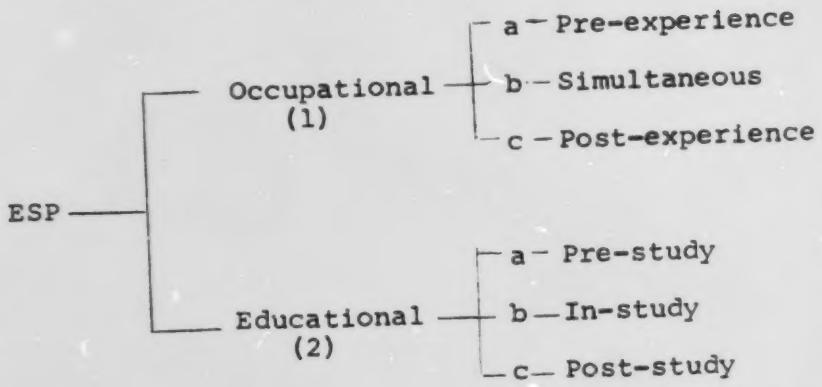
[1]Ibid., p.6.

[2]John Munby, Communicative Syllabus Design, (Cambridge, England: Cambridge University Press, 1978).

[3]Ibid, p.2.

[4]P. Strevens, "Technical, technological and scientific English", ELT Journal 27, 3 (June 1973) cited by Robinson, ESP (English for Specific Purposes), p.7.

of the field of ESP, reproduced below:



It should be noted here, therefore, that the subject of this paper falls into category 1(b): English For Occupational Purposes for students who are simultaneously working in the industrial setting.

3. Limitation of Course Content

Another extremely important feature of ESP courses is that they are limited[1] in some way in terms of their content. That is:

-- Only certain of the basic skills (reading, writing, listening, speaking) may be emphasized. Some may even be virtually ignored.

-- Only relevant vocabulary, grammar, and functions are selected.

-- Only suitable themes and topics are chosen.

-- Only the necessary communicative needs are selected.

4. ESP and the Communicative Approach

While the idea of the "Communicative Approach" to

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[1]Robinson, ESP (English for Specific Purposes), p.12.

language teaching will be dealt with at greater length in the next section, it should be noted here that the theoretical basis of this approach seems particularly applicable to ESP, in terms of its stress on the needs of the learner as defining the nature of the course, and its emphasis on definition of learning objectives in operational terms. However, as Robinson says:

> The concepts of communicative competence, communicative language teaching, discourse analysis and others, have all been associated with ESP, but what is represented here, in fact, is simultaneous but separate development, these various concepts stimulating development in ESP, yet not being contained in it.[1]

5. The Learners as Adults

A further point about most ESP courses is that the learners are generally older adolescents or adults. This does not necessarily mean, however, that they have attained an advanced or even intermediate level of English; it is possible that some courses may be created for virtual beginners in the language, especially where needs are very limited and specific.

One of the most important points to keep upper-most in one's mind when designing and teaching adult ESP courses, therefore, is that despite limited English language backgrounds, the learners bring much valuable life experience to the classroom, and will benefit most from being treated as adults.

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[1] Ibid., p.1.

6. Materials

The collection of authentic data, in terms of recordings and printed material, is often seen as a natural starting point for both needs analysis and materials preparation. However, as Robinson[1] points out, opinions differ on how they should be used. Some suggest that they should be used in their raw state, while Widdowson[2] argues that the pedagogic process justifies some simplification, at least initially, of authentic data, although there always remains the problem of bridging the gap between material adapted for the classroom and "real language." Phillips[3], in his discussion of levels of focus, suggests that as close as possible a relationship should be kept between the learner's special purpose and the language course tasks.

7. Current Publications in ESP

Robinson's Chapter Three[4] and her vast bibliography give a thorough outline of all current publications in the field of ESP. Using the British Council information guide on ESP, she notes that, in terms of textbooks,

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[1]Ibid., pp.35-37.

[2]H.G.Widdowson, Explorations In Applied Linguistics, (Oxford, England: Oxford University Press, 1979), p. 168.

[3]M.K.Phillips, "Toward a Theory of LSP Methodology" in Languages for Specific Purposes, ed. Ronald Mackay and Joe Darwin Palmer (Rowley, Mass.: Newbury House, 1981), p. 94.

[4]Robinson, ESP (English For Specific Purposes), pp.43-73.

non-academic publications (apart from Commerce, with about one hundred publications), are severely under-represented. Technology, with seventy-eight textbooks is the next largest group, with Physical Science (forty-six publications), the Social Sciences (twenty-eight publications), and Medicine (twenty-three publications), following.

In terms of articles describing materials and course preparation, it seems that most are concerned with academic fields. This is certainly true of Mackay and Palmer's book[1], although the articles on register and discourse analysis are useful reading in their own right. Probably the two most useful articles in this publication are those by Mackay and Bosquet[2] and Phillips[3]. The former discusses the various phases involved in curriculum development, and will be discussed more fully at a later stage of this chapter, while the latter discusses materials preparation.

Robinson notes that many teachers and course designers in the non-academic areas do not write about their work because of the pressure of time on what are usually intensive courses, and stresses that more information in this area would be useful, because of the number of interesting

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[1]Ronald Mackay and Joe Darwin Palmer, eds., Languages For Specific Purposes (Rowley, Mass.: Newbury House, 1981).

[2]Ronald Mackay and Maryse Bosquet, "LSP Curriculum Development -- From Policy to Practice." In Languages For Specific Purposes, ed. Mackay and Palmer, pp.1-29.

[3]Phillips, "Toward a Theory of LSP Methodology" in Languages For Specific Purposes, p. 94.

differences from academic ESP. It should be noted here, however, that the handful of published work on non-academic ESP, which is of concern to this paper, -- in particular that concerned with industrial settings -- will be discussed in full in section C of this chapter.

According to Robinson's survey[1], the textbooks studied reflected a wide variety of methodological views, with many publications -- with exceptions of course -- merely glorified vocabularies, or containing material based on the author's idea of what is typical, rather than on any genuine needs analysis.

B. Syllabus Considerations, Needs Analysis and Course Development

1. The Necessity for a Theoretical Base

At the risk of quoting Widdowson rather out of context, it would seem appropriate here to stress the need for language teachers and course designers to acknowledge the necessity of a theoretical linguistic base to the whole process of language teaching. As he says,

> ... the teaching of language is in fact an essentially theoretical business. No matter how practical an attitude a teacher may assume, this attitude must ultimately be founded on beliefs about the nature of language and how it is learnt: in other words it must be based on a theory of one sort or another.[2]

With this general thought in mind, and realizing that

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[1]Robinson, ESP (English For Specific Purposes), p.44.

[2]Widdowson, Explorations in Applied Linguistics, p.217.

"In ESP a communicative approach seems to be the obvious one to adopt because even the most elementary assessment of needs reveals that learners will have to put the language they learn to actual use outside the language teaching context,"[1] it is probably best to begin by exploring some of the theoretical concerns underlying what is called the "Communicative approach" to language teaching.

2. The Linguistic Base[2]

Much of the theoretical underpinnings of the communicative approach derive from a reaction against Chomsky's[3] division of a speaker's knowledge of his language into "competence" and "performance", where "competence" refers to the mastery of a system of abstract grammatical rules, and "performance" to the actual use of language, or non-grammatical factors.

To put it perhaps rather too baldly, those who have reacted against this idea, do so on the basis of what they consider an insufficient definition of competence. That is, competence should also include knowledge of the rules of use, as it is not enough for utterances to be merely grammatical; they must also be appropriate to the context in which they are made.

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[1] Ibid., p.252.

[2] This section is based largely on Munby, Communicative Syllabus Design, pp.6-27.

[3] N. Chomsky, Aspects of the Theory of Syntax (Cambridge: MIT Press, 1965), cited in Munby, Communicative Syllabus Design, p.7.

Hymes[1] puts forward a more complex notion called "communicative competence" which consists of four factors:

1. grammatical (formally possible)
2. psycholinguistic (implementationally feasible)
3. sociocultural (contextually appropriate)
4. de facto (actually occurring)

Hymes' four categories may be compared with Chomsky's definition which is equivalent to the first category.

Broadly speaking, Halliday's[2] concern with the sociocultural dimension of language and language functions realized by speech, reflects a largely similar view of the nature of language.

Widdowson's concepts of "usage" and "use"[3] (although he sees them as twin aspects of performance), follow a generally similar theme, "usage" referring to the production of grammatically correct sentences, and "use" covering "that which makes evident the extent to which the language user demonstrates his ability to use his knowledge of linguistic rules for effective communication." The kind of meaning associated with usage he calls "signification",[4] while that associated with use, he refers to as "value."

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[1] Dell Hymes, "On Communicative Competence" in Sociolinguistics ed. Pride and Holmes (Penguin, 1972) as cited in Munby, Communicative Syllabus Design, pp.14-15.

[2] Discussed in Munby, Communicative Syllabus Design, pp.12-13.

[3] H.G.Widdowson, Teaching Language as Communication, (Oxford, England: Oxford University Press, 1978), p.3.

[4] Ibid., p.11.

Similar in theme is his discussion of "proposition" and "illocutionary act"[1] as elements of discourse. Such concepts are derived originally from Austin's How To Do Things With Words[2] and Searle's[3] discussion of speech acts, which point out what occurs beyond the sentence level; that is, they emphasize not only the grammatical sentence level component of speech, but stress that we do things with language -- for example, we inquire, inform, warn, disagree, greet, assert.

What does all this, one may ask, have to do with the business of language teaching? The basic point is that it forms a theoretical basis for a way of viewing language, which then implies a certain orientation towards deciding what needs to be taught. In other words, it helps inform the process of syllabus development, where the language to be taught is not seen merely in terms of grammatical description, but also in terms of what the student needs to do with language.

3. Communicative Syllabuses: Some Definitions[4]

Syllabuses, therefore, are lists of items which need to be taught. In the past, reflecting the audio-lingual

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[1]Ibid., pp.22-23.

[2]J.L.Austin, How To Do Things With Words, (Oxford, England: Oxford University Press, 1962).

[3]J. Searle, "What Is A Speech Act?", in Language and Social Context, ed. Pier Paolo Giglioni, (England: Penguin, 1972).

[4]Useful for this outline was: Keith Johnson, "Introduction", to Communication in the Classroom, ed. Keith Johnson and Keith Morrow (Essex: Longman, 1981), pp.1-12.

tradition in language teaching with its background in structural linguistics, these syllabuses have been lists of grammatical structures, implying that mastery of these structures will produce a student who is able to communicate in the target language. Unfortunately, there remains the problem that many students, having scored perfectly on tests of grammar, are still unable to perform even minor tasks involving actual communication in the target language. Thus, in reaction against this, and reflecting advances in the field of sociolinguistics discussed in the previous section, it was proposed that language teaching should also take into consideration, besides the structural element, some "other dimension" to enable students to actually communicate.

It was with attention to this factor, that Wilkins[1] in his work for the Council of Europe, drew up lists of categories which would consider both aspects of language: the grammatical/structural and that dealing with meaning/use, and which could be used as a basis for selecting items for a syllabus. He uses the word "notional" as a general term which consists of (1) semantico-grammatical categories and (2) communicative function categories, the former listing divisions such as frequency, duration, quantity (reflected in English in such things as tense, adverbials, etc.), and the latter category dealing with the uses of

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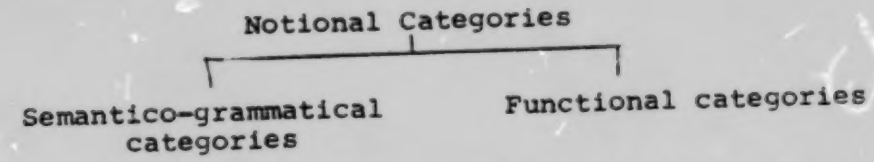
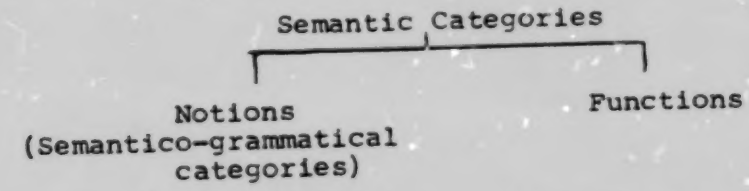
[1]Subsequently published as: D.A.Wilkins, Notional Syllabuses, (Oxford, England: Oxford University Press, 1976).

language; for example: predicting, warning, informing, greeting. Wilkins' divisions may be seen in diagramatic form[1] below.



Despite rather confusing differences of terminology, Van Ek and Alexander's approach[2] can be traced back to Wilkins. However, they (without the use of a general term), divide their categories into: (1) "notions" (semantico-grammatical categories) and (2) "functions" (uses). Johnson[3] suggests the general term "semantic categories" in order to produce the following diagram, directly comparable to Wilkins', given above.



Van Ek and Alexander's[4] contribution is a framework or syllabus inventory for selecting learning objectives which could apply to the needs of a variety of adult learners. According to this system, therefore, the learning task is broken down into components, each learner

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[1]Discussed in Communication in the Classroom, ed. Johnson and Morrow.

[2]J. Van Ek and L.G.Alexander, Threshold Level English, (Oxford, England: Pergamon, 1975).

[3]Johnson, Introduction to Communication in the Classroom, ed. Johnson and Morrow, p. 5.

[4]Van Ek and Alexander, Threshold Level English.

only taking the components he requires, with many components being required by all learners, whatever their purposes.

Setting learning objectives for the learner then involves selection from the various lists provided of what is needed in terms of:

1. Situations (roles, settings and topics)
2. Language activities (reading, writing, listening, speaking)
3. Functions (what the learner will have to do with the language)
4. Notions (what the learner will talk about).

The next step is to establish the actual linguistic exponents needed to fulfill the above, in the form of lists from which choices can be made according to the learner's needs. In addition, a lexicon and grammatical inventory is provided.

4. Needs Specification

While Van Ek and Alexander's contribution is a syllabus inventory with suggested linguistic exponents actually provided, and is intended for the needs of the average adult European, Munby's[1] work is not a syllabus inventory, but is a suggested model for going about the needs specification process which is necessary in order to write a syllabus. This model has been designed to provide a system for specifying the needs of a particular ESP learner or group, by taking account of all the potentially

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[1] Munby, Communicative Syllabus Design.

significant variables involved. As such, it is extremely detailed; however, it may be profitable to discuss its approach in broad outline.

As a system for specifying the target communicative competence for a particpant, it is really an extremely thorough and complex way of asking the questions: "Who is communicating with whom, why, when, how, at what level, about what, and in what way?,"[1] and then converting the answers to those questions into linguistic form. An annotated and adapted version of Munby's combined diagrams[2] is pictured on the following page.

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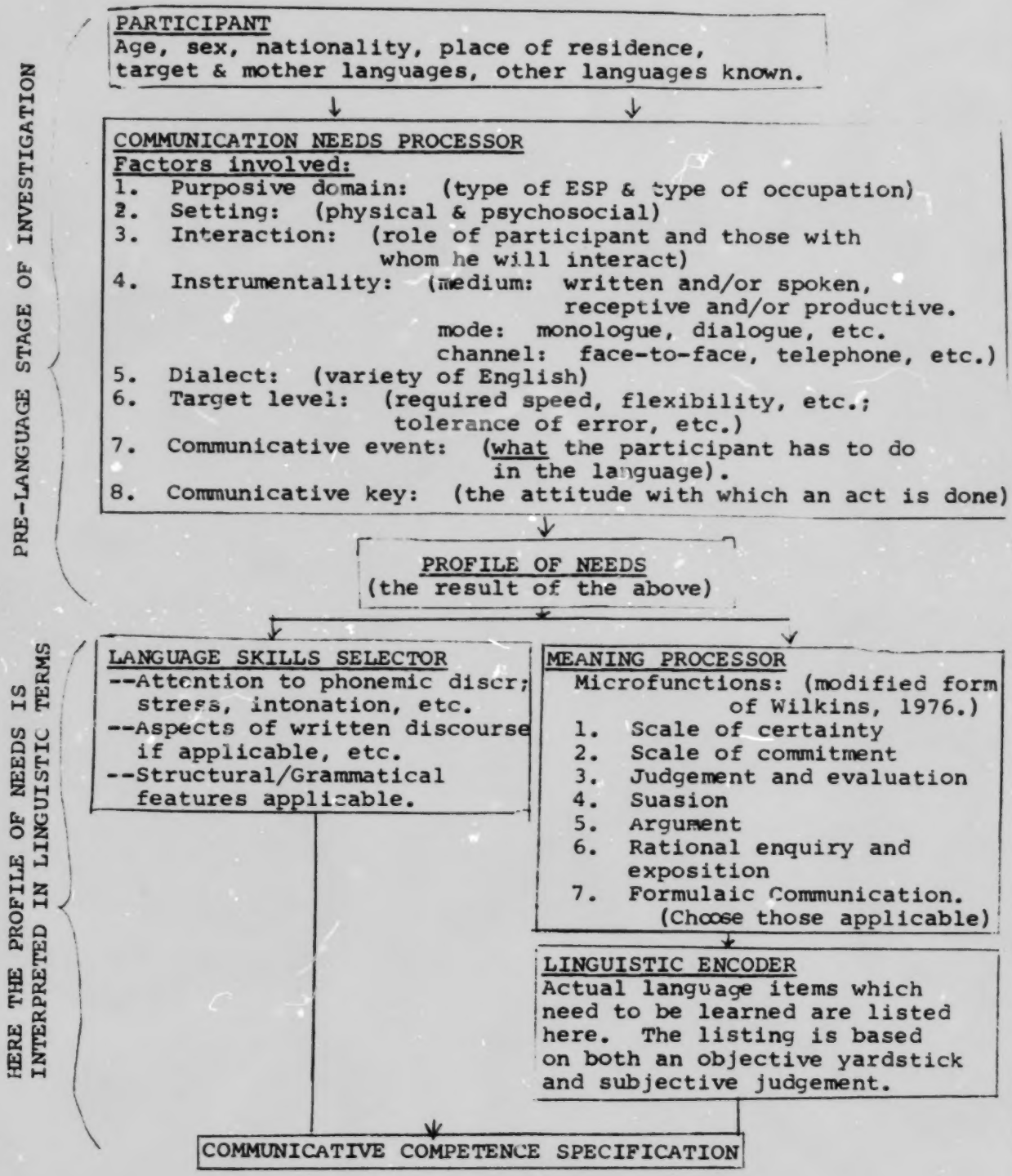
[1]Ibid., p.15.

[2]Ibid., p. 31 and 33.


PRE-LANGUAGE STAGE OF INVESTIGATION
HERE THE PROFILE OF NEEDS IS INTERPRETED IN LINGUISTIC TERMS
PARTICIPANT
Age, sex, nationality, place of residence, target & mother languages, other languages known.
COMMUNICATION NEEDS PROCESSOR
Factors involved:
1. Purposive domain: (type of ESP & type of occupation)
2. Setting: (physical & psychosocial)
3. Interaction: (role of participant and those with whom he will interact)
4. Instrumentality: (medium: written and/or spoken, receptive and/or productive.
mode: monologue, dialogue, etc.
channel: face-to-face, telephone, etc.)
5. Dialect: (variety of English)
6. Target level: (required speed, flexibility, etc.; tolerance of error, etc.)
7. Communicative event: (what the participant has to do in the language).
8. Communicative key: (the attitude with which an act is done)
PROFILE OF NEEDS
(the result of the above)
LANGUAGE SKILLS SELECTOR
--Attention to phonemic discr; stress, intonation, etc.
--Aspects of written discourse if applicable, etc.
--Structural/Grammatical features applicable.
MEANING PROCESSOR
Microfunctions: (modified form of Wilkins, 1976.)
1. Scale of certainty
2. Scale of commitment
3. Judgement and evaluation
4. Suasion
5. Argument
6. Rational enquiry and exposition
7. Formulaic Communication.
(Choose those applicable)
LINGUISTIC ENCODER
Actual language items which need to be learned are listed here. The listing is based on both an objective yardstick and subjective judgement.
COMMUNICATIVE COMPETENCE SPECIFICATION

This outline of Munby's model has been included in reasonable detail for two reasons. First, any discussion of the literature on ESP would be incomplete without such a discussion, in that, in the words of Brumfit in his review, this book:

> should be read and discussed anywhere ...when specific language courses are needed. There is no comparable book to force us to think closely about matters which are important in relating languages, syllabuses, and the demands of the world outside.[1]

The second reason for inclusion is that it is the author's intention to take up, in broad outline, many of the issues raised by Munby as a guide in the needs analysis of workers in the garment industry in New York. Although this approach seems rather too detailed an instrument for course design, the essential issues raised have provided a great deal of guidance in this writer's own research.

It should be noted at this point, however, that Munby gives no guide whatsoever as to the practicalities of <u>how</u> to go about assessing the needs of learners, nor indeed of interpreting the needs profile in terms of actual linguistic items which need to be learned. Chapter Three of this paper attempts to do just that in a discussion of the experiences encountered by this writer in data collection.

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[1]Christopher Brumfit, "Language, Syllabus and the World" in <u>Times Educational Supplement</u>, (August 11, 1978), p. 19.

5. A Critical Look at Communicative Syllabuses

As has been noted previously, ESP courses, where needs are rather specific, are more suitable to the use of the communicative approach. However, Widdowson's warning that the specification of learners' needs is not enough should be heeded. As he says, "...the specification of learner needs...does not relieve us of the responsibility for devising a methodology. ...there is a tendency in some quarters to allow terminal needs to determine teaching procedures."[1] As such, he stresses that mere inventories of notions and functions (syllabuses), such as those by Wilkins and Van Ek are only lists of distinct items of concepts and functions, and reminds us that such idealized elements must not be left in complete isolation. Rather we must realize that communication "takes place as discourse, whereby meanings are negotiated through interaction."[2]

In a similar vein, Johnson remarks that it is not enough merely to draw up lists; teaching methodology, too, must be considered:

> We may certainly argue convincingly that it is easier to teach communicative aims within the framework of a semantic rather than a structural syllabus. But...a healthy starting point is to accept that one may be 'notional-functional' without 'being communicative,' and even 'be communicative' without being 'notional/functional.'[3]

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[1] Widdowson, Explorations in Applied Linguistics, p.251.

[2] Ibid., p.253.

[3] Johnson, "Introduction" to Communication in the Classroom, ed. Johnson and Morrow, p.11.

That is, being "communicative" involves not only the syllabus, but also specific aspects of teaching methodology which allow students to actually practice communicating: to negotiate meaning. Such processes[1] may involve creating an "information gap," allowing an element of choice, providing feedback in exchanges and making students active in using the language. Specific activities embodying these principles will be discussed in Chapter Four.

6. The Process of Course Development

As was noted in section B(4), Munby does not give us any practical clues about how to actually go about analysing the needs of the learners, nor indeed about how needs specification fits into the whole curriculum preparation process. In this section, therefore, it would seem appropriate to gain some perspective, and look at the entire process of ESP course development.

Mackay and Bosquet's[2] article is most valuable here, so below is a personal interpretation of their article. The process consists of three main stages:

Stage A: Pre-Program Development Stage

This mainly consists of a policy decision by a government or company that a language is needed for a specific purpose.

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[1] Keith Morrow, "Principles of Communicative Methodology", in Communication in the Classroom, ed. Johnson and Morrow, pp. 62-63.

[2] Mackay and Bosquet, "LSP Curriculum Development -- From Policy to Practice", in Languages For Specific Purposes, ed. Mackay and Palmer, pp. 1-29.

Stage B: Program Development Stage
(i) Needs are determined through questionnaires and/or observation of target situations.
(ii) Goals (i.e. What the learner will be able to do at the end of the program) are specified.
(iii) Authentic materials are selected, the syllabus specified, and classroom materials, techniques and strategies are specified.
(iv) Teachers are trained.
(v) Materials are tested and revised.

Stage C: Program Maintenance and Quality Control Stage

Here it should be noted that Munby's work on needs specification is in essence equivalent to stage B(ii) of this process. Chapters Three and Four of this paper are equivalent to Stage B, sections (i), (ii), and (iii) of Mackay and Bosquet's process.

C. ESP in Industry

As has been pointed out, there is actually very little published material on the preparation of courses in non-academic ESP. The few publications relevant to the industrial situation are, however, discussed below.

1. Industrial English

It was mentioned above, that the quantity of publications in this field of ESP is very small; that is not to say that the quality is poor, however. In fact, Jupp and Hodlin's contribution, Industrial English[1], is a landmark in the field and essential reading for

[1] T.C.Jupp and S. Hodlin, Industrial English, (London: Heinemann Educational Books, 1975).

anyone contemplating teaching English to industrial workers, and as it is not aimed at any particular group of workers, it contains much basic information useful for a variety of groups. As will become clear in Chapters III and IV of this paper, this publication serves as a major guide to both the process of needs analysis and syllabus preparation. What follows merely outlines some of the major areas covered by the book.

Firstly, the book gives some excellent background on the situation of workers in industry, including information on:

-- kinds of work organization and payment,
-- a typical daily routine,
-- typical communication networks,
-- likely communication breakdowns.

Chapter Six gives an extremely useful guide of how to go about collecting the kind of information necessary for writing an English language program, and suggests, among other things:

-- a general tour of the entire work site,
-- close observation of a particular work process,
-- recording of work instructions,
-- collection of job descriptions and information about machinery,
-- discussion with supervisors about the communication problems of workers.

Besides all this, it contains a thorough outline of a core of enough functional teaching materials for eighty

classroom hours with elementary immigrant learners, as well as suggestions for teaching methodology and evaluation of student progress. It is proposed to discuss this fully in Chapter Four where Industrial English materials will form the basis of the suggested syllabus.

2. The National Centre for Industrial Language Training

The National Centre for Industrial Language Training was set up in Southall, London as a direct outgrowth of the pioneering work of T.C.Jupp (co-author of Industrial English[1]), in starting the Pathway Industrial Unit in Southall in 1970. As such it is a government funded agency involved specifically with developing language courses for non-English speaking employees in the local industrial situation in London. The writer was fortunate enough to attend a series of lectures given by Mr. Peter Wilson[2], which raised several important points on the subject of ESP in industry.

First, the speaker[3] challenged some of the assumptions made in Jupp and Hodlin's Industrial English, which he said tended to reflect rather too greatly the needs of the organization as opposed to the needs of the individual; in other words, material should not be merely technical, but should also reflect some of the personal and social

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[1]Ibid.

[2]At the TESOL Summer Institute, Teachers College, Columbia, 1981.

[3]Ibid.

needs of the worker in the workplace and in the wider community.

As a result, the Centre has produced a syllabus which could be called a "variable focus" syllabus design. Here different language items may be seen particularly in functional, structural, situational or behavioral/cultural terms. In Chapter Four, therefore, this writer hopes to adapt Jupp and Hodlin's syllabus to reflect some of the findings of the Centre.

3. The Jantzen Experience[1]

Laylin's article on teaching ESL in the garment industry is a most valuable beginning for anyone attempting the development of a language program for these workers, and was particularly useful in this project. Laylin stresses the need for the teacher's thorough familiarity with the working environment of the students, and suggests several performance objectives and communicative skills required by the workers. What is most valuable, however, is her idea of a suitable classroom approach which stresses the importance of physical activity and the use of the kind of instructional terms the workers are likely to encounter in the factory, in communicative activities.

4. Technical and Subtechnical English

This theme is carried through in John F. Fanselow's[2]

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[1]Jan Laylin, "ESL on the Job: The Jantzen Experience" in Classroom Practices in Adult ESL, ed. Donna Ilyin and Thomas Tragardh (Washington: TESOL, 1978).

[2]John F. Fanselow,"'It's Too Damn Tight' - Media in ESOL Classrooms: Structural Features in Technical/Subtechnical English", TESOL Quarterly 14 (June 1980): pp. 383-389.

article on technical and subtechnical English, which attempts to describe ways of bridging the gap between classroom language and language in the workplace. The way to do this, he suggests, is to obtain and analyse samples of real speech recorded on the shop floor. This helps to keep the kind of language used in the classroom realistic and prevents the kind of artificial language such as: "This is a screwdriver," rather than the use of language to do things, for example: "Gimme the screwdriver."

He also emphasizes the importance of the use of different media besides language in the classroom. By this is meant handling and manipulation of tools and objects used in the workplace, instead of merely talking about them. As he says[1], rather than have students describe a "coil," for example, have them draw one or hold one up. Similarly, responses to instructions may entail doing something, instead of responding in a verbal way.

Briefly then, this chapter has explored some of the theories underlying ESP and the "communicative approach." The next two chapters will attempt to put some of that theory to practical use.

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[1]Ibid, p. 148.

Chapter III: NEEDS ANALYSIS

In this chapter it is proposed first to describe briefly the way in which the writer went about gathering information on the communicative needs of workers in the garment industry, and then to include some of the information gathered to provide a picture of the working life of garment workers. After this, it is proposed to explore the possiblity of applying Munby's Communicative Needs Processor[1] to organize systematically the data gathered.

On reference to section B.6. of the previous chapter, the reader will notice that sections A and B of this chapter are equivalent to Mackay and Bosquet's[2] stage B(i), while part C is equivalent to their stage B(ii).

A: The Information-Gathering Process

1. Some Practical Problems

Although it proved quite feasible to gather an immense amount of information on communicative needs, there were some difficulties which were probably a result of the nature of this study. In other words, because this study was undertaken for purely academic research

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[1] Munby, Communicative Syllabus Design, pp. 31 & 33.

[2] Mackay and Bosquet, "LSP Curriculum Development" in Languages For Specific Purposes, ed. Mackay and Palmer.

purposes and not commissioned by company management, there were certain problems. Therefore, if one takes another look at Mackay and Bosquet's[1] description of the process of developing an ESP course, it may be seen that the first of the three stages: the Pre-Program Development Stage, is missing in this writer's study. As a result, that most important of factors -- a policy decision on the part of the controlling body to invite the assistance of a language specialist -- was absent. This had several practical implications.

First, it was extremely difficult to gain access to a garment factory. Calls to factory owners led in every case to firm, although polite, refusals which were probably the result of suspicion toward any kind of outside scrutiny. This reaction is particularly the case in an industry not completely unionized and still the butt of charges of the existence of sweatshops.

The second option for gaining entry was through the International Ladies Garment Workers Union (ILGWU). Even this path was not entirely immune from problems, as the Union is an extremely large organization and subject to the many problems of any large bureaucracy. It took several weeks, therefore, of polite inquiries and explanations to several departments before gaining a concrete offer of entry to workshops. It would seem here -- and certainly was the case in this writer's experience -- that provided

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[1]Ibid.

the appropriate approval is given from the authority in the "Local" of the union, it is the "business agent", who actually tours the workshops as part of his job, who is the most suitable informant and guide to have. This is probably because he/she commands the respect of both the ownership and management of the "shops", and that of the workers themselves. Finding a willing business agent may not be easy; in this writer's case, there was certainly some luck involved in gaining the cooperation of an open and understanding person who was willing to answer questions and take the trouble to adjust his schedule to the needs of this researcher.

A further problem was encountered which was the result of not being invited by management to undertake the study. This was that it proved impossible to use the tape recorder to record communicative exchanges on the shop floor, as management was most reluctant to give permission. This was a decided setback, although certainly not a major obstacle in data gathering.

2. Sources of Information

The main sources of information were:

-- a business agent of the ILGWU,
-- ILGWU published materials,
-- union officials in the factories,
-- the workers themselves,
-- supervisory personnel in the factories,
-- Singer Company published materials.

Briefly, the ILGWU was most helpful in several ways.

Firstly, as stated before, by providing a business agent willing to give up some time, they enabled the researcher to both actually set foot on the factory floor, and also proved a mine of information on all kinds of topics, from union-related matters such as pay and conditions, to information about the manufacturing process. In addition, ILGWU published materials[1] on the union in general, prescribed shop conditions and health and welfare benefits, were most useful to the researcher. Besides this, workers who are also the union representatives on the factory floor -- that is the "chairladies" -- were also ready to speak of possible topics of complaint and discussion between the workers, bosses, and the union.

Although many generously stopped work to talk (entailing a pay loss if they were on piecework rates), it was fairly difficult to interrupt workers. However, it was possible to stroll amongst the operators to listen in to communicative exchanges.

Additionally, in one particular case, supervisory personnel were extremely helpful in giving the researcher a tour of the entire operation, and providing a detailed explanation of the processes involved in blousemaking.

On the technical side, the Singer Sewing Machine Company

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[1] I.L.G.W.U. Pamphlets as follows: We Are the ILGWU, Your Union Health Center and How to Use It., Your Health and Welfare Benefits, Shop Conditions: Blouse and Neckwear Industry.

was most helpful in supplying published materials on the Singer Industrial Sewing Machine which were invaluable for the information of the researcher in preparing lesson materials.

B: A Picture of the Working Life of Garment Workers

1. The Daily Routine and Pay Rates

In most factories the workday begins at eight or nine o'clock in the morning and ends at four or five in the evening. The union contract provides that the work week will consist of thirty-five hours from Monday to Friday inclusive, with one hour for lunch, although in practice, many workers take only half an hour for lunch. According to State law, workers are required to punch in and out at the beginning and end of each work day, and before and after the lunch break.

There are two possible systems of payment in the garment industry. Some workers are paid according to the number of hours they work (week-workers), while others are paid according to what they actually produce (piece-workers).

Union contracts provide for a minimum wage for both piece-workers and week-workers, so that in the case of piece-workers who do not complete enough pieces, there is a mimimum amount guaranteed. Of the shops visited, most were working on the piecework system, and one was about to change from week work to piece work. This has mainly been the result of increased competition from garment factories

in Asia, resulting in greater pressure to minimize costs and increase production in New York shops.

All piece rates, which are set on the basis of standards prevailing throughout the industry, should be settled by the shop chairlady or chairman and a committee of workers in the shop. All these settlements are then subject to the union's approval.

Once the rate has been decided, the operator then keeps a record of work completed, through the "ticket system"[1], which operates as follows. For example, if it is the workshop goal to produce six dozen finished articles in fabric X, style Y, size Z and so on, a special kind of ticket is prepared, part of which looks something like that pictured on the following page[2], though smaller.

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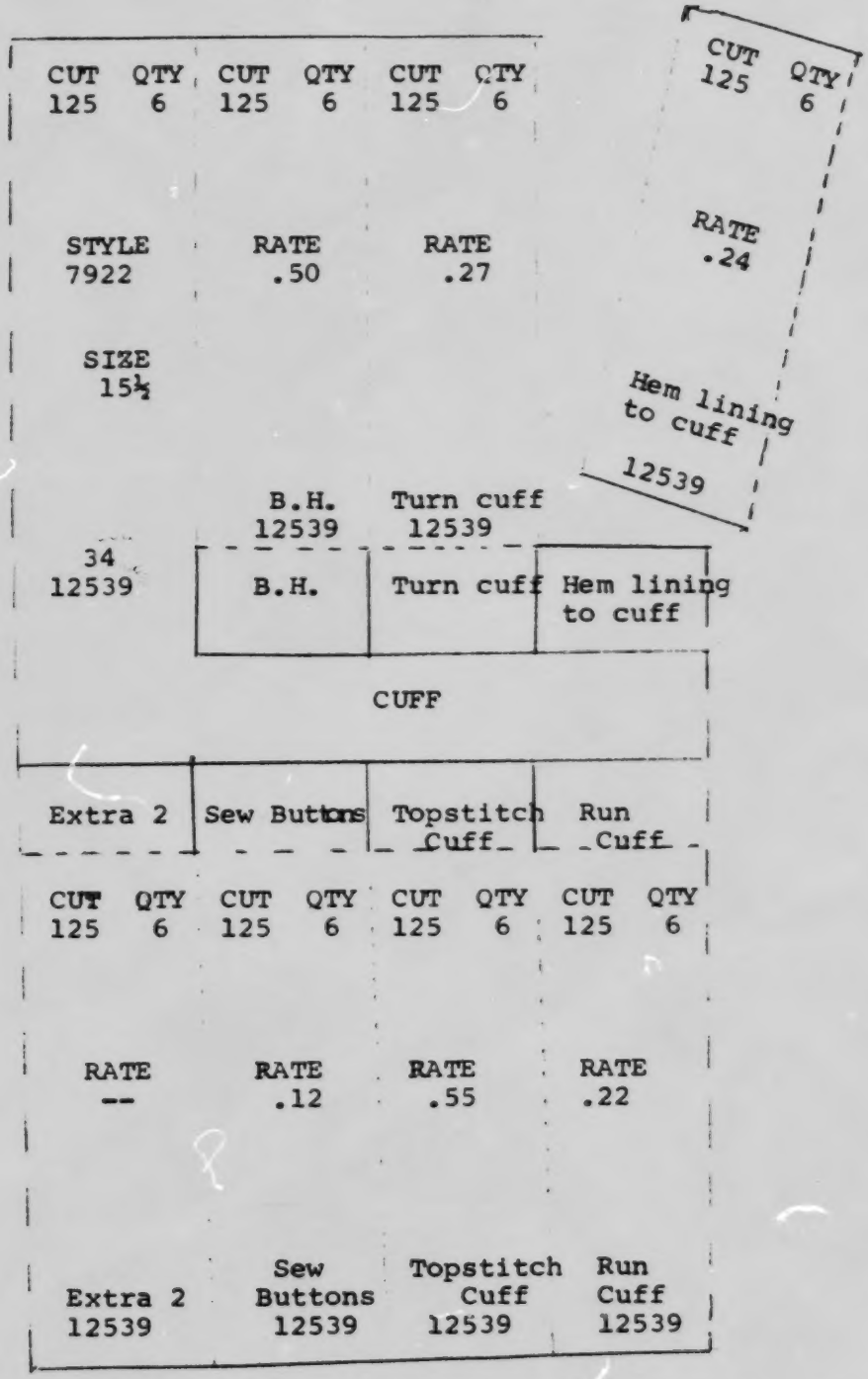
[1]Singer, Singer Student's Manual: Book 4, (1972), p.12.

[2]Ibid., p.12.



The ticket informs the cutting department of what to cut, after which the perforated ticket is torn into sections which are attached to each bundle of cut out

components: for example, pocket, cuff, sleeve, collar. Each bundle with its ticket section is then delivered to the work station shown first on the coupon. The operator at that station opens the bundle and performs that operation on all seventy-two pieces. Then the finished work is bundled and the operator removes and keeps the coupon, a number of which, when collected at the end of the day, provide a complete record of the day's work. They are turned in to the payroll department and used to calculate the operator's wages if she is working according to the piece-work system.

The very small shops, however, may not use the ticket system, but rather each operator keeps a small notebook in which is entered a record of pieces completed.

It should also be noted here that work in the garment industry is rather seasonal and during the slow season workers are often laid off for a period. Many find other work, while others receive unemployment benefits.

2. The Manufacturing Process

The way in which work flows through a factory differs according to the size of the factory. Smaller factories may tend to have the same workers performing several different operations utilizing frequent changes of attachments and accessories on one machine, while larger factories may use more "mass production" techniques with one operator repeating the same operation on a specialized machine.

Similarly, the manner in which the garment pieces are moved physically around the plant differs; in smaller plants the operator or forelady may merely pick up and move bundles of garment pieces, while in large operations, the pieces may either be passed directly on to the next operator over work tables which are deliberately designed to fit together, or be placed in large wheeled bins which are moved about the floor.

The method of payment (piece-work or week-work), may also influence the variety of operations a particular operator may be asked to perform. If a worker is being paid according to the time s/he works, s/he will not object to being moved often from one operation to another, as despite having to spend time getting used to a new operation, no pay is lost. Piece-workers, on the other hand, may object strongly to being shifted, as speed and skill may have been built up in doing one operation, and learning a new one will entail much wasted time, and therefore fewer completed pieces and less money.

Larger factories will have work moving through the plant in a series of "streams" which "come together at different points and eventually form a 'river'."[1] The information below, gathered from the writer's discussion with a foreman in a large factory, describes the process of blouse making. Note that many operations require the

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[1]Ibid., p.10.

use of different machines.

(A) CUTTING AND MARKING (staffed mainly by men)

(B) SEWING (staffed completely by women)

Operation	Machine
(i) Shoulders "closed" (joined with seam)	Single needle
(ii) Yoke "spot shirred" to front	Spot-shirring machine (four-thread)
(iii) Top-stitching (i.e. stitch visible)	Single needle
(iv) Pelon (stiffening) attached to blouse front & collar	
(v) Collar set (onto shirt)	
(vi) Back part of collar added	
(vii) Sleeve shirred	Spot-shirring machine
(viii) Pelon attached to cuff	
(ix) Front and back, and sleeve closed	Single thread and Merrow machine
(x) Cuff set	Spot shirring machine
(xi) 'Blind' stitching (no stitching visible)	Blind-stitching machine
(xii) Buttonholes and button position marked	Marking machine
(xiii) Buttonholes made	Buttonhole machine
(xiv) Buttons attached	Button machine

During this period "floor work" is also carried out. This entails not sewing, but turning cuffs and collars and cutting loose threads, etc.

(C) FINISHING

(i) Turning (garment the right way)

(ii) Pressing

(iii) Hanging

(iv) Examining (Quality Control)

(v) Finishing (buttoning-up, attaching tickets and labels)

(vi) Bagging (in plastic bags)

Operators are generally held responsible for proper care, cleaning and intelligent use of their machines and if they "feel" the beginnings of a mechanical problem, are required to alert the mechanic as soon as possible. In most companies, even if production falls off through no fault of the operator: for example, through a faulty machine, the operator may lose money.

This, coupled with the fact that operators in smaller factories are required to manipulate various attachments and accessories to the basic machine, such as the zipper foot, shirring foot and other different size feet, means that operators benefit from a fairly thorough understanding of both the mechanical workings of their machines, and common problems and probable remedies.

3. The Cast of Characters on the Shop Floor

Having decided to focus attention on the operators as the subjects of the suggested language course, it is now necessary to examine the various role relationships

and communicative networks on the shop floor. A list may be seen below.

(1) The "workers" including:

-- those in the cutting department

-- the floor workers

-- the operators (sewers)

-- ironers

-- finishers

-- packers

(2) The foreman/forelady

(3) The maintenance personnel

(4) The "chairlady" or "chairman" (who is the representative of the union, but still a "worker.")

(5) The "business agent" (who works for the local union headquarters and who tours the shops looking after the interests of the union members).

(6) Quality control personnel.

The communicative network of the operators involves relationships with most of these people. Firstly, the operators talk amongst themselves about social and family matters, about pay and conditions, and about ways of carrying out their tasks more quickly and effectively in order to maximize wages.

Interaction with the forelady or foreman usually involves listening to instructions at the beginning of the work day and receiving assignments to new work stations.

As was intimated earlier, in a shop operating on the piece work system, problems and disagreements may arise when an operator perceives she is being assigned to new operations too often, as this involves loss of time and earnings. Foreladies and foremen are also open to charges of favoritism where workers perceive that certain operators are receiving the most financially worthwhile assignments. It is also the responsibility of the foreladies and foremen to make sure that workers use the timeclock upon entering and leaving the workplace, as well as to deal with absenteeism and requests for time off.

Besides receiving instructions from the foreladies/men, operators also receive directions and observe the demonstrations of those whose job it is to demonstrate the approved method of making a newly-introduced style.[1] This is mainly a receptive task for the operators, but also involves skills of asking for clarification and perhaps also making suggestions.

Both the chairlady and the business agent are charged with giving information to the workers regarding union benefits and acceptable pay and shop conditions. Thus the workers must have receptive skills to deal with this subject matter, and the necessary skills to make complaints if they are being unfairly treated, or inquiries about conditions and benefits.

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[1] Foreman/lady, boss or outside demonstrator.

Workers may also have to deal with quality control personnel, who, spotting a fault in a garment, may reprimand or demand an explanation for faulty workmanship.

Besides these speaking and listening skills, a certain amount of written language has to be dealt with. Such matters include printed pamphlets on benefits (medical, death, maternity, pensions) from the union and forms which have to be filled in order to be eligible for these. In addition, pay slips and union dues books must be handled.

C. Application of Munby's Connunication Needs Processor

In the pages following, it is proposed to systematically organize what has appeared in the previous section, in terms of Munby's Communication Needs Processor.[1] This formalizing process, although it is not carried out in the full detail enumerated by Munby, serves as an excellent checking system for making sure that all aspects of the learners' needs have been covered. Besides this, some attention to the various factors involved in the CNP before this writer began the practical part of the research, meant a greater awareness of the right questions to ask and avenues to explore.

What follows is the writer's own interpretive use of the CNP.

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[1]Munby, Communicative Syllabus Design, pp. 31 & 33.

PARTICIPANTS

age range:	25 - 60
sex:	female
nationality:	mixed
residence:	New York
target language:	English
present level of English:	Some passive but little practical knowledge. A certain percentage may be illiterate in their own language or unfamiliar with the Roman script.
mother tongue:	mixed

CNP

(1) Purposive Domain

(a) ESP Type:	Occupational -- simultaneous experience
(b) Occupational purpose:	Garment workers. Specifically, operators (sewers) with the central duty of stitching and assembling garments. In classificational terms, they are skilled manual workers.

(2) Setting

(a) Physical (Spatial):	New York
:	Garment factories
(b) Physical (Temporal):	English required during the working day and for "survival" and social purposes outside the work place.
(c) Psychological:	age/sex discriminating, non-intellectual, educationally undeveloped, subtechnical, urban, public, noisy, demanding, hurried, informal and hierarchic. (Note: Only those items considered relevant have been chosen)

(3) Interaction

(a) Posiiton:	Operators in garment factories
(b) Role-set:	other operators (female, different ages and national origins)
:	foreman/lady (male or female, different ages and national origins)
:	maintenance personnel (male, may be different national origin)

: chairlady/man (usually female, may be different national origin)
: business agent (male or female, may be different national origin)
: quality contoller (male or female, may be different national origin)
: boss (male, any age, may be different national origin)

(c) Social Relationships: are fairly egalitarian with other operators and the chairlady/man. However, the business and those demonstrating new styles have more status as they dispense information, while the foreman/lady, quality controller and boss carry more weighty authority.

(4) Instrumentality

(a) Medium:
spoken: receptive
spoken: productive
written: receptive (very limited)
written: productive (" ")

(b) Mode:
monologue: spoken to be heard
dialogue: " " " "

(c) Channel:
face-to-face
print -- on a very limited basis only.

(5) Dialect

American English as spoken in New York City -- for receptive and productive purposes.

(6) Target Level

(a) Dimensions: In spoken English, receptive capacities in terms of quantity, complexity, range, speed and flexibility will have to be rather greater than productive requirements which will be fairly basic.
Written English will require extremely basic skills both in receptive and productive capacities.

(b) : Tolerance of error, stylistic failure and lack of fluency will be reasonably high, although this should be diminished in production, by the limited range of forms and functions taught.

(7) Communicative Event

(a) Communicative Events:
Main: Operator carrying out garment making duties.
Other: Colleague of other operators.
: Union member.

(b) Communicative Activities:

(i) following work instructions
(ii) producing required number and quality of goods.
(iii) working according to required schedules
(iv) attending to sewing machines
(v) checking wages
(vi) interacting socially and as a colleague with other operators
(vii) attending to union benefits
(viii) awareness of shop conditions and pay rates.

(c) Subject Area:
Parts of garment
Sewing terms
Types of machines
Parts of machines and likely problems
Kinds and qualities of fabric and thread
Wages
Union benefits
Shop conditions
Basic social and family matters

(8) Communicative Key

With boss, foreman/lady and maintenance, the following attitudinal tones seem relevant: pleasant, interested, slightly formal, dutiful, cooperative, industrious, compliant. On occasions situations may require a more querying, arguing or denying tone. Receptively they may have to deal with rather authoritarian, stern, or even agressive attitudes.

With colleagues and union officials: a pleasant, sociable, informal tone is required.

In conclusion, therefore, this chapter has attempted to show how data were collected to assess the communicative needs of workers in the garment industry, and then to set out, firstly in the writer's own experiential terms, and then in the more formally systematic terms of Munby's Communication Needs Processor, a profile of needs.

It should be noted here that this is essentially the pre-language stage of investigation; this profile of needs will be discussed in linguistic terms in the next chapter.

Chapter IV A COURSE OUTLINE

This chapter is intended as the practical result of the combining of the theoretical discussion of Chapter Two and the data collection and needs analysis process of Chapter Three. What will be attempted, therefore, is to interpret in linguistic terms, the pre-language stage of investigation described in the last chapter.

It is proposed that this be done in the following way. First, Section A will set out in list form what needs to be taught in terms of: function, form, vocabulary, culture, reading and writing, and so on. Section B will go on to suggest how a few selected items should be taught, giving specific examples of materials and techniques.

A: The "What"

What is to be taught has been decided on the basis of both the needs of the learners, and on their present level of English. As this course is written for students who are still "imaginary" to a degree, it has been decided to aim the material at learners who have very little productive knowledge of English, but whose passive knowledge may be more extensive and should be built upon.

Rather than constructing a wholly "functional" or "structural" syllabus, a "variable focus" approach will

be taken, so that it is acknowledged that many aspects of language need to be covered. Sometimes the focus will be on function, with structure taking second place, while at others, a fairly straight structural focus will be necessary. At other times, the introduction and practice of vocabulary will be the focus, and particularly later in the course, cultural matters should assume some importance. Besides all of this, it is felt strongly that some activities, sometimes called "humanistic techniques"[1], aimed at enlivening the course and releasing inhibitions, should be included. It is now proposed that each part of the "variable focus" syllabus be dealt with separately.

1. Function and Form

The major portion of this list has been taken from Jupp and Hodlin's Industrial English[2], which was designed as a basic core elementary course open to adaptation and variation to suit the demands of particular industrial environments. As this list is meant actually as a guide to their teaching materials with many items recurring at different stages, the writer has taken the liberty of consolidating these into one item where possible. Other functions such as those concerning dealings with the union

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[1]Gertrude Moscowitz, Caring and Sharing in the Foreign Language Class, (Rowley, Mass.: Newbury House, 1978).

[2]Jupp and Hodlin, Industrial English, pp.306-316.

have been added by the writer. The list is made up of both functional and form (grammar/structure) items as follows.

	Language functions	Language forms
(1)	numbers: counting	numerals: 1-100, hundreds. thousands, strings of numerals
(2)	letters of the alphabet	alphabet: upper and lower case
(3)	spelling your own name and identifying yourself.	determiners, object pronouns, alphabet and names.
(4)	identifying objects by codes	numerals and alphabet
(5)	greetings and farewells	greeting and farewell sequences
(6)	identifying things, people and locations	subject pronouns verb "be": present tense prepositional phrases of place questions: what? where? determiners: a, the, zero vocabulary: factory objects possessive determiners questions: whose? who?
(7)	simple physical instructions	imperative verb forms phrasal verbs politeness phrases determiners: a, the, your vocabulary: factory objects colors machine controls measurement(including "too", "not enough")

	Language functions	Language forms
(8)		yes/no questions with 'do'
(9)	talking about your family and your daily routine	present simple tense forms questions: when? where?
(10)	greeting: after a weekend	past tense questions
(11)	talking/reading about time	time telling phrases/dates sequence words, ordinals, clock-in/out times
(12)	looking out for something in a job sequence. product faults	vocabulary: product faults "make sure" "there are", "what's wrong?"
(13)	introducing yourself introducing other people	I'm ...
(14)	polite requests	"Can I have..." vocabulary: money, food questions: "how much...?"
(15)	pay slips counting money	pay slip vocabulary
(16)	making personal contact with a colleague/friend exchanging personal information	"are you...?" do/does questions wh- questions
(17)	asking for repetition or clarification	clarification formulae
(18)	requesting help and responding to a request for help.	politeness phrases

	Language functions	Language forms
(19)	apologizing	"sorry..."
(20)	asking for an explanation about something wrong	question forms
(21)	asking for attention and acknowledging it	
(22)	simple use of the telephone	
(23)	indicating physical position and directions	adverbs of place vocabulary: rooms and areas at home and work
(24)	describing a process	passive (present simple) sequence words prepositional phrases indicating cause: "by", "with", etc.
(25)	safety matters	warning phrases exclamations
(26)	reporting a personal difficulty or illness	present perfect tense forms -- although in U.S. past tense with "just" and "yet" may be sufficient
(27)	reporting a problem	machine vocabulary
(28)	polite requests and giving reasons	"why...?" "because..."
(29)	distinguishing between polite and impolite language/ responding to rudeness.	"don't..."

	Language functions	Language forms
(30)	explaining and justifying behavior	"have/had to..."
(31)	raising an anxiety or grievance	"not fair/unfair" "not enough/too much"
(32)	asking for information	vocabulary: union benefits, shop conditions, more work
(33)	giving an opinion	"I think..." "We should..."

2. Vocabulary in the Garment Industry

The following items of vocabulary are just some of those which might be included either as the focus of a vocabulary lesson or as a part of the functional areas described in section 1. Although the list contains many suitable items, no claims are made as to its exhaustiveness.

(1) Parts of a garment

front, back, collar, cuff, facing, lining, inter-lining, shirt front, placket, seam, shoulder, hem, bodice, belt, waistband, skirt, darts, zipper, neckline, right/wrong side, yoke, binding, pocket, armhole, underarm, crotch, button, buttonhole, sleeve, buckle.

(2) Kinds of fabric[1]

batiste, pelon, buckram, lawn, knitted fabrics, woven/non woven fabric, double-knit fabrics, velvet, corduroy, lace, crepe, natural fabrics: wool, cotton,

[1]Singer, How To Use Patterns.

linen, silk; synthetic fabrics: polyester, nylon, acrylic, rayon, triacetate, spandex, blends, elastic.

(3) Qualities of fabrics

thick, slippery, strong, thin, nap, pile, sheer, stretch, solid colors: red, blue, green, yellow, orange, black, white, pink, purple, brown, grey, gold, silver, beige, off-white, pale/light/dark. prints: floral, plaid, striped.

(4) Kinds of thread

cotton, nylon, stretch

(5) Other sewing terms

operations[1]: pick up, lay, engage, prestitch, break, align, sew, position, toss aside, bundle, trim, turn, match, stitch, apply, join, close, baste, backstitch, fold, lift, remove, get, dispose, mark, guide, support, thread, shir, set.
seam types[2]: superimposed, lapped, bound, flat, ornamental, edge-finishing.
other: notch, drill-hole, grain direction, edge, ply, plies, scissors.

(6) Types of machines and parts[3]

lockstitch machines: basic lockstitch machine, multi-needle

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[1]Singer, Student's Manual: Book 4, (1972), p.5.

[2]Singer, Student's Manual: Book 3, (1972), p.15.

[3]Singer, Student's Manual: Book 1, (1972), p.6.

lockstitch machine, zig-zag lockstitch machine, lockstitch tacker, buttonhole machine.

chainstitch machines: single thread, two-thread, bottom covering, top and bottim covering, overedge machine, blind stitch machine.

parts of basic lockstitch machine: will be discussed in actual lessons.

(7) Machine maintenance and likely problems[1]

cleaning of: feed dog, throat plate, bobbin case, hook, magnet, oil pump screen.

oiling: oil reservoir, oil pump screen, oil flow window.

sewing problems: needle thread breakage, skipped stitches, loose stitches, bobbin thread breakage, cutting of underside of fabric, soiling of material, twisted seams, puckered seams, damaged/scorched fabric fibers.

operating problems: needle breakage, maching jamming, heavy operation, faulty adjustment of driving belt.

problems for the mechanic: lubrication, electrical, unusual noises, speed control, belt adjustments.

quality control problems: seams too wide/narrow/uneven, soiling, loose stitches, twisted/puckered seams.

(8) Vocabulary of the manufacturing process

(See Chapter Three, pp. 32-34, "ticket" vocabulary).

(9) Shop conditions

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[1]Singer, Student's Manual: Book 2 (1972), pp.10-15.

discharge, overtime, time-and-a-half, minimum, rates, lay-off, recall, time clock, leave of absence, withdrawal, etc.

(10) Union health and welfare benefits

vocabulary associated with: Blue Cross/Blue Shield, sick benefits, worker's compensation, maternity benefits, vacation benefits, retirement pensions, death benefits.

3. Reading and Writing

As is the policy of Industrial English[1], and because some learners may be illiterate, reading and writing will be limited to a word recognition basis only, revolving around the filling in and comprehension of forms such as: the "tickets", payslips and forms relating to the union benefits discussed above.

4. Non-Linguistic and Cultural Matters

Certain cultural matters which may be a source of conflict with other workers of other national origins, and those which may enable foreign-born workers to adjust to American society, should be included. In addition, matters affecting production should be discussed. Examples could include the following[2]:

-- production faults (taking the view of producer and consumer)

-- speaking one's own language in front of others

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[1]Jupp and Hodlin, Industrial English.

[2]Some of these are discussed in Ibid.

-- gift-giving and commenting on important personal occasions

-- cultural customs of original and host culture

-- awareness of possible reasons for culture clash

-- acceptable reasons for asking for time off from work.

5. The Psychological Aspect

To list actual items here would be impractical, but for an exhaustive list of activities, the reader could see Gertrude Moscowitz's book.[1] These activities are designed to build a psychological bond between the psyche and the new language by providing non-threatening situations where the students can use the language to express personal feelings, and relate to others, thus building rapport and cohesiveness in the classroom.

B: The "How"

Chapter Two, Part B.5. noted the extreme importance of methodology in the process of language teaching. As was noted, drawing up lists of items to be taught, whether or not they are listed as semantic/communicative items, does not automatically mean that communicative aims will be taught. Thus, the "how" is just as important, if not more important than the "what."

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[1] Moscowitz, Caring and Sharing in the Foreign Language Class.

1. Course Timing

It is suggested[1] that any elementary course of this type have a minimum duration of 40 hours to achieve any kind of worthwhile results. Naturally, a maximum (for the course type drawn up in Industrial English[2]), of about sixty hours would be vastly preferable. Preferable also are short lesson periods of between forty-five and seventy-five minutes, three to four times a week during the working day rather than after a day's work, although this may not always be possible.

2. Using Brief Contextualized Dialogues

As Jupp and Hodlin[3] suggest, the use of taped dialogues to present functions is extremely useful for several reasons. First, they provide excellent aural training with a variety of native-speaker voices. Secondly, they provide a variety of contexts which cannot be reproduced in the classroom, and can introduce students to subtler factors of personality, mood, social role and social content. As a further feature, Jupp and Hodlin[4] suggest that the dialogues contain a permanent set of characters who have different roles and personalities. In the case of the needs of garment workers, the set of characters should be along the lines of the factory personnel mentioned

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[1]Jupp and Hodlin, Industrial English, p.75.

[2]Ibid., p.75.

[3]Ibid., pp. 56-57.

[4]Ibid., p. 57.

in Chapter Three of this paper. The lesson materials should include photographs of the characters so that students become familiar with them.

It should be noted also that only one part of the dialogue is intended for student reproduction, and the other part for comprehension only.

Below are six lesson plans which are intended to illustrate the role of contextualized dialogues. All are based on observed exchanges or realistic situations.

Lesson 1: Work Assignments

Tapescript:

Joe (foreman):	Morning, Lydia.
Lydia (operator):	Hi, Joe. How're you doing?
Joe:	Fine. Listen. Can you set collars?
Lydia:	Sure.
Joe:	Okay. Do these bundles right away. Check with me if you're not sure about something.
Lydia:	Okay, Joe.
Joe:	Thanks, Lydia.

Play several times and elicit from students:

-- who is talking,

-- what time of day it is,

-- what would happen if she couldn't set collars.

Focus: greetings

Practice: stress and intonation patterns.

Have students act out using props.

Lesson 2: Asking for help

Tapescript:

Lydia: Excuse me, Anna.

Anna: Yeah?

Lydia: D'you close this?[1]

Anna: No. Leave it open.

* * *

Anna: Lydia?

Lydia: Mmm...

Anna: D'you prestitch this?

Lydia: Aha.

Anna: Can you show me how?

Lydia: Okay. Just watch me. (NOISE OF MACHINE)

Anna: Oh, I see. Thanks, Lydia.

Focus: Questions with "do."

: attracting attention.

: asking for help -- "Can you ..."

Exploit and extend in a similar way to Lesson 1.

Lesson 3: Making a Persistent Request

Tapescript:

Anna: Excuse me, Mr. Klein. Could I see you for a moment?

Mr. Klein (Boss): Not now. Can't you see I'm busy?

---

[1]This refers to a seam.

Anna: Sorry. May I see you later, then? There's something wrong with my payslip.

Mr. Klein: Okay, okay. See me at 5:30.

Anna: Thanks, Mr. Klein.

Focus: attracting attention
mood
polite requests
persisting

Discuss, exploit and extend.

Lesson 4: Asking for Information

Tapescript:

Harry (Union Business Agent): Hi ya, girls!

Chorus: Hi, Harry!
(NOISE...CHATTER...LAUGHTER)

Lydia: Ah...Harry? May I ask you a question?

Harry: Sure. Go ahead, hon.

Lydia: It's about Blue Cross/Blue Shield.

Harry: Yeah?

Lydia: How do I include my family?

Harry: You been a union member for six months?

Lydia: Yeah...eight.

Harry: Okay, just call the union office and ask for a form.

Lydia: Is that all?

Harry: Yeah. Just fill it in and send it back.

Lydia: Oh, that's easy. Thanks, Harry.

Focus: gaining attention
introducing the subject
asking for information.

Exploit and expand using other possible subjects for an inquiry with the business agent.

Lesson 5: Apologizing:

Tapescript:

Joe (foreman): Mary! I want to see you right now.

Mary: Yes, Joe.

Joe: Did you punch in this morning?

Mary: No, I didn't.

Joe: Why not?

Mary: I...I...guess I forgot.

Joe: Well, that's not good enough, Mary. How many times do I have to tell you it's important?

Mary: I'm sorry, Joe. I'll remember next time.

Joe: Okay, Mary. Get back to work now.

Focus: mood
questions with "did"
apologizing gracefully.

Exploit and extend.

Lesson 6: Dealing with Maintenance

Tapescript:

Andy: Morning. I heard you have a problem.

Anna: Yes. The needle thread keeps breaking.

Andy: Did you look at the check spring?

Anna: Yes. It's okay.

Andy: How about the needle?

Anna: It looks okay too....You know, I think it needs timing.

Andy: Mmmm...I think you're right.

Focus: reporting a problem
giving an opinion. "I think..."

Exploit and extend with other possible problems --
e.g. machine jamming/overheating,
belt is too loose/tight, etc.

As a variation, dialogues may also be used between the teacher and a glove puppet[1], especially where instructions and physical actions need to be demonstrated. The following lesson plan demonstrates this, where the puppet carries out the instructions.

Lesson 7: Instructions

Materials: Puppet, spool of thread, two pieces of fabric, scissors, zipper foot.

---

[1]Jupp and Hodlin, Industrial English, p. 76.

Aim: To familiarize students with verb forms[1] for giving instructions and several verbs used in the factory process and demonstrable in the classroom: pick up, position, lay, turn, fold, get, trim, toss aside, put down.

Teacher: Hello. What's your name?

Puppet: Sarah.

Teacher: Pick the zipper foot up.

" : Put it down.

" : Pick the spool of thread up.

" : Trim a piece of thread with the scissors.

" : Put them down.

" : Pick a piece of fabric up.

" : Fold it in half.

" : Position it on the left of the table.

" : Turn it.

" : Toss it aside.

(Demonstrate in varying order).

-- Students carry out similar instructions with objects.

-- Students instruct each other in groups.

This may be followed at a later stage by a sequence of instructions for actions familiar to students. These may be a simplified version of a demonstrator's instructions and can be demonstrated in the classroom using OHP diagrams or slides -- or this could be done on video or actually in

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[1]Ibid., pp.94-96.

the factory. See the following lesson (minus slides), as an example.

Lesson 8: Instructions

Aim: To familiarize students with hearing and reproducing the instructional language associated with a familiar factory process.[1]

Materials: Slides or OHP drawings of a familiar process.

Teacher reads instructions in terms of a job description as follows while showing visuals to demonstrate.

Felling Sleeves and Sides[2]

You pick the shirt up.

You lay it across your lap.

You pick up both edges of left sleeve bottom and position to the folder.

You engage the edges in the lap seam folder.

You prestitch to hold.

You break the thread of the previous shirt.

You align two plies for felling.

You sew 17".

You align two plies for felling.

You sew 18".

YOU REPEAT WITH RIGHT SLEEVE AND SIDE.

You toss the shirt aside.

Practice: Oral drilling

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[1] A similar activity in, Ibid., p.107.

[2] Singer, Student's Manual: Book 4 (1972), p.5.

Each small group of students is given ten large (6" x 6") cards diagramming each step, in jumbled order. They have to put the cards in the correct order, then describe the process to the class.

3. Ways of Teaching Vocabulary

As much as it is true that it is probably possible to function in a garment workshop without knowing the English names for factory objects, it is also true that workers gain greatly by being able to manipulate and control their work environment by using the host language instead of operating as a mute participant of the manufacturing process. One aspect of vocabulary learning is how to introduce and teach it in interesting ways; a second and probably more important factor is how to get students to use it. The former aspect will be discussed in this section and the latter in Section Four, as a part of communicative "listening and doing" exercises.

As Nation[1] points out, keeping meaning -- in this case new vocabulary -- from students for a brief time, can be motivating for them. There are several ways of doing this, two of which will be discussed in lessons nine and ten, below.

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[1]I.S.P.Nation, "Motivation, Repetition and Language-Teaching Techniques," ELT Journal 29 (January 1975): 115.

Lesson 9 [1]

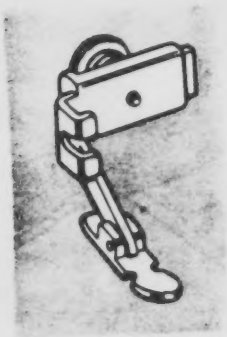
Aim: To teach the following vocabulary items:

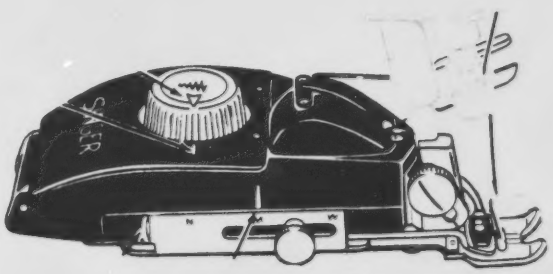
foot hemmer, tucker, automatic zigzagger, zipper foot[2]

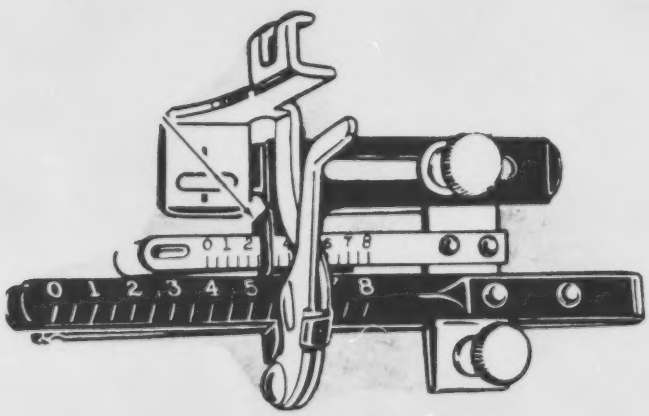
(All are machine attachments).

Procedure:

The teacher sticks large pictures (see below) of the four items on the board. One learner is asked to come to the front. The teacher says the name of one of the objects and the learner tries to guess which one s/he is talking about. After each guess, the teacher repeats the word many times. The process is repeated with the other words. (In this way, the word is heard many times, and the process of guessing is motivating for the whole class.)







[1] Ibid., p.115.
[2] Singer, Sewing Machine Attachments (1960), pp.5, 9, 19, 34.

Lesson 10[1]

Aim: To review the following mixed vocabulary items:

machine belt

bobbin

zipper

thread-trimming scissors

pelon

brush (for cleaning machine)

zipper foot

Procedure:

Place each object in a separate soft cloth drawstring bag. Learners pass the bags around the class and try to guess -- by feeling -- what is in the bags.

4. Communicative Activities

In terms of language skills, it is difficult to isolate just what is being practiced in such activities. This is probably because -- like "real" communication among native speakers -- several "skills" are used simultaneously, and language is a tool rather than an end in itself. There are, however, certain characteristics which can be discussed.

Firstly, and most importantly, most of the activities have built into them a reason for communicating. As Allright says, there has been a great deal of talk recently about

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[1]Nation, "Motivation, Repetition and Language-Teaching Techniques," uses similar idea.

"communication" as the proper aim of language teaching, but "if communication is the aim, then it should be the major element of the process."[1] In other words[2], successful language teaching must be meaningful (in the sense that an activity is worth doing for its own sake); it must also involve both human interaction and an element of the unknown. These aims can usually be achieved by making sure that an activity has an objective which can be attained through the bridging of a built in disparity or "gap" of information or opinion.

A second characteristic of many of the communication activities described in the following pages, is that they tend to involve physical activity in some form or another. Several sources[3] stress the importance of physical activity or the performance of some action, as a way of lowering the high level of stress in the language classroom by transferring this energy into physical response.

It is hoped that the following lessons illustrate either one or both of the characteristics described above.

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[1]Richard Allright, "Language Learning Through Communication Practice", in The Communicative Approach to Language Teaching, ed. C.J.Brumfit and K. Johnson, (Oxford, England: Oxford University Press, 1979), p.167.

[2]D.R.Scarbrough, "Interaction and the Individual" ELT Journal 35 (January 1981): 86.

[3]Including: James J. Asher, Learning Another Language Through Actions, (Los Gatos, California: Sky Oaks Productions, 1977).

Lesson 11: Jigsaw Listening[1]

Procedure: The following three extracts are recorded at natural speed, with background noise, onto three separate tapes before the class. The class is divided into three groups: A, B and C, and each group is given a tape and tape recorder to take into a separate room. The groups listen to their respective tapes and answer the first set of questions on the student worksheet[2]. After about twenty minutes, the original three groups come together and recombine to form three new groups: 1, 2 and 3, each containing one or more representatives from the original three groups. They then find out from each other what was heard on the other tapes. In other words, a genuine exchange of information must take place. After these two stages, during which the teacher has been completely uninvolved, the class comes together and discusses its findings with the teacher. This should be developed into a series of jigsaw listening tasks.

Tapescripts[3]

Extract A (Background noise of typewriter)

Mr. Strauss (factory boss): I wanted to talk to you, Joel,

---

[1]The teacher must make sure that each group contains at least one person literate in English.

[2]Idea from: Marion Geddes and Gill Sturtridge, Listening Links, (London: Heinemann, 1979).

[3]This topic is based on a situation encountered by researcher.

about productivity in the shop. What do you think? I mean, from your point of view on the shop floor, are the operators working as hard as they can?

Joel (foreman): Mmmm...well...y'know, like I said before, Mr. Strauss, I'm always on their backs to get them to work faster and do <u>better</u> work. Maybe we could increase the incentive rate.

Mr. Strauus: No, that costs too much. I have a better idea...I read about it in a magazine. We should play soft music. It's, you know, soothing -- and it's supposed to increase productivity.

Joel: Mm...That sounds like an interesting idea. How about I rig something up for the day after tomorrow -- say Wednesday -- and we'll see how it works?

Mr. Strauss: Yeah, okay, Joel. I'll leave it to you.

* * *

Extract B

Background noise of sewing machines and loud, crackling music starting up.

Hazel: Oh my God! What's that terrible noise, Anna?

Anna: It sounds like a radio or something. I hope it stops soon, Hazel. I can't concentrate.

* Several hours later, the music is still going *

Hazel: I don't believe it. That music is driving me crazy. It's been going for four hours now.

Anna: I know. And now I have a terrible headache.

Hazel: Let's do something about it. Why don't we go to the chairlady. Maybe she can do something.

Anna: Yes, let's do that.

* * *

Extract C

(No music or machine noise. Shouts of people farewelling each other).

Union Chairlady: Yeah. What can I do for you girls?

Hazel: Hi, Florrie. We want to talk to you about that music.

Anna: Yeah. It's driving everyone crazy. Do you know why they started playing this music today?

Florrie: I didn't know anything about it until it happened. As a matter of fact, a lot of people have been complaining ... asking me to do something about it.

Hazel: Well. What're you going to do, Florrie?

Florrie: I'm going to see the boss right now. Maybe he can explain things.

Hazel: Gee, thanks, Florrie. You're a doll.

Anna: Yeah. Thanks a lot, Flo . See you in the morning!

Florrie: Bye, girls!

Student Worksheet

Stage 1: Listen to your tape and answer the following questions.

	Extract 1	Extract 2	Extract 3
1. How many people are talking?			
2. Who are they?			
3. What day/time is it?			
4. What is the topic of conversation?			

Stage 2: (1) In your new group, find out from the others the missing information on the other tapes.

(2) Why do you think this happened?

(3) How would you solve the problem?

Stage 3: Discuss all the answers to the above questions with your teacher and the rest of the class.

Lesson 12: Listen and Color

Aim: To practice the vocabulary of the sewing machine, positions and colors, all of which the students are already familiar with.

Materials: A number of copies of unlabeled diagrams of the basic lockstitch machine. Half of the copies should have been prepared by the teacher so that the various parts are colored in in different colors. These should be labeled Sheet A. Sheet B should not be colored in. Several sets of colored pencils should also be available.

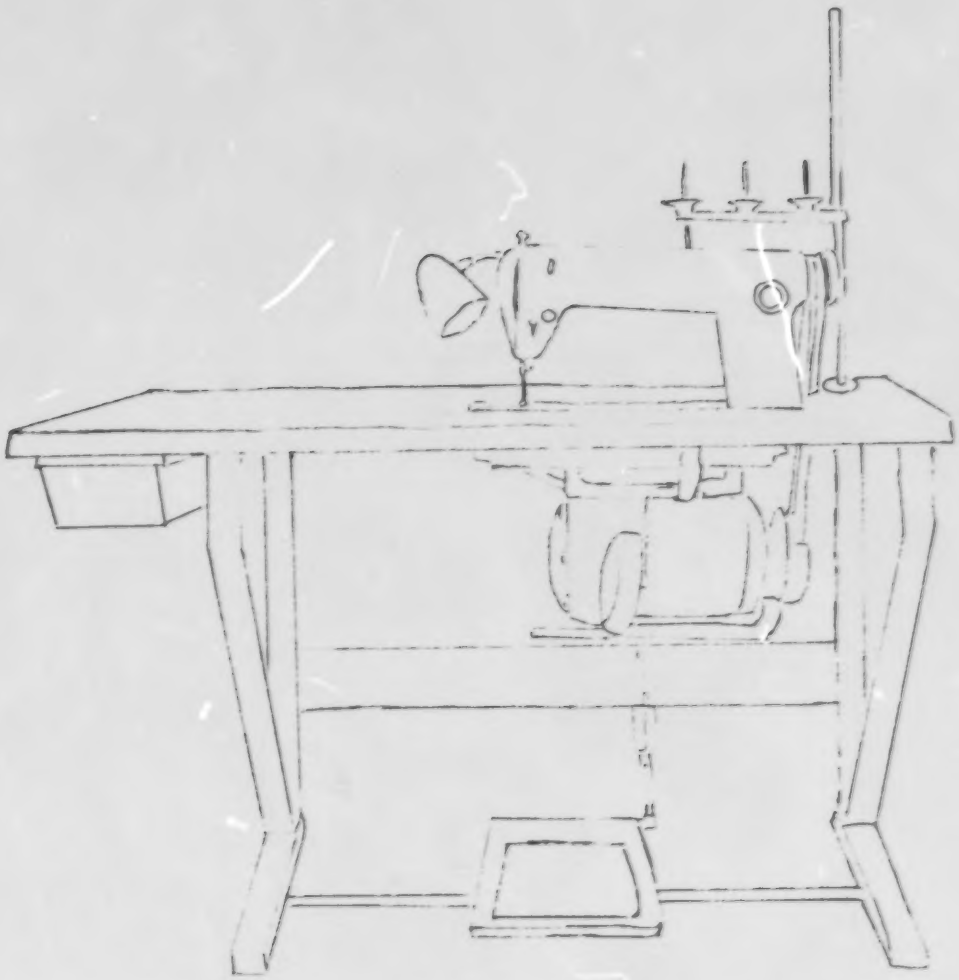
Procedure: Divide the students into pairs and give one member of each pair a colored and a blank diagram respectively. Tell them not to show their sheets to each other. The student with Sheet A gives directions to the other student who colors in the appropriate machine parts in the right color. If student B has forgotten the name of the machine part, he must ask his partner to describe its position. This should initiate exchanges like the following:

A: Make the oil flow window red.

B: The oil flow window? Where's that?

A: You know. It's on the right hand side of the machine, near the top of the belt.

B: Oh, yes. Thanks.



When the activity is finished, the students compare sheets.[1]

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[1]Singer, Student's Manual: Book 1 (1972), p.11.

Lesson 13: Describe and Arrange[1] -- Variation 1

Aim: To use the vocabulary of different seam types and positions, in an information-gap situation. Clarification formulae are also used.

Materials: A set of pictures of seam types and a sheet of squared paper for each student, and a cardboard folder to use as a barrier for each pair.

Procedure: The students divide into pairs and obtain the above materials. The students sit at a table and use the folder as a barrier so that neither can see her partner's materials. One member of the pair puts her "seams" in various squares and then acts as instructor to tell her partner where to place her seams to produce the same arrangement.

The activity should generate the following kind of exchanges:

A: Put the superimposed seam in the top left hand square.

B: Pardon? Could you repeat that?

A: Put the superimposed seam in the top left hand square.

B: Oh, yes. Okay.

A: Now put the lapped seam in the middle right hand square.

Etc.

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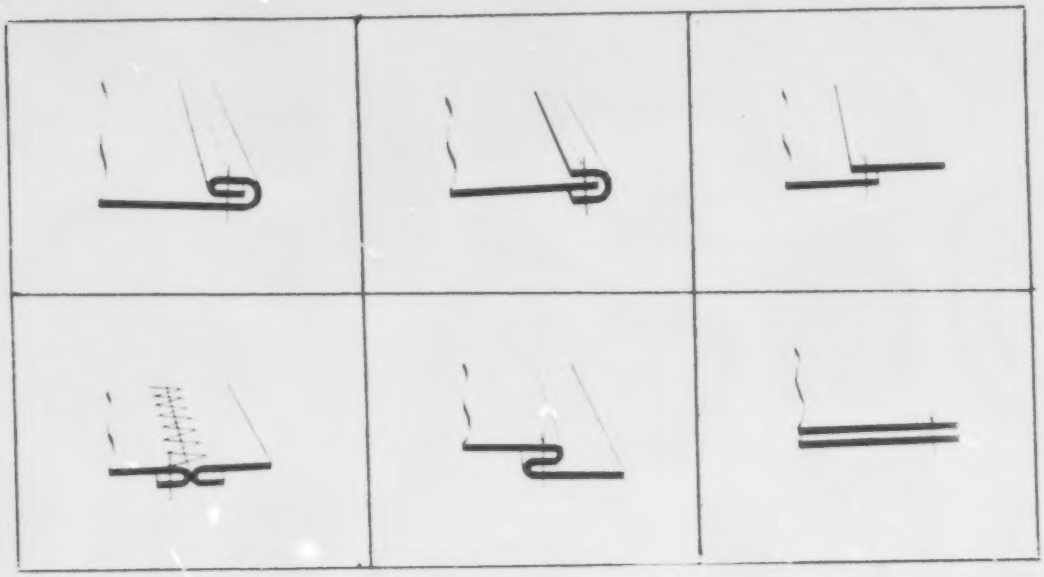
[1]Based on an idea from Donn Byrne and Shelagh Rixon, Communication Games, (London: NFER Co. for British Council, 1979), p.15.

When all the pictures[1] have been arranged, the members of the pair take down the barrier and compare results.

See below the kind of squared paper and pictures required.



Lesson 14: Describe and Arrange -- Variation 2

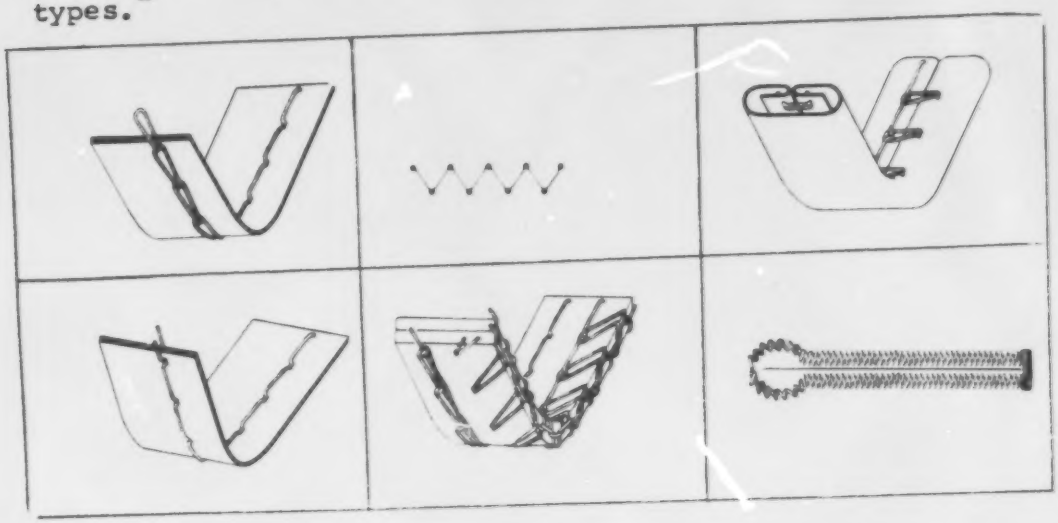
This is similar to Lesson 13, except that the vocabulary practiced is that of colors and fabric types. Therefore the objects for arrangement are not pictures, but small squares of various colors and types of fabric; for example:

brown linen	white pelon	pink lawn
white lace	yellow silk	floral cotton
orange polyester	blue-and-white plaid flannel	

[1]Singer, Student's Manual: Book 3 (1972), p.15.

Lesson 15: Describe and Arrange -- Variation 3

The procedure is the same as that above except that different vocabulary is used. In this case it is stitch types.[1]



Lesson 16: Guess the Factory Object[2]

Aim: To practice questions in the following patterns:

"Is it --?"

"Is it used for --ing?" and factory vocabulary.

Materials: Enough pictures of factory objects for each member of the class to have one.

Procedure: The teacher pins one picture to the back of each student, and the students walk around the

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[1]Singer, Student's Manual: Book 1, (1972), pp.6-9.

[2]Based on idea from: Colin Campbell, "Communication Game," Modern English Teacher 8, (April 1981): 110.

class asking questions to find out what their object is. The pictures could include the following:

-- various garment parts,
-- parts of the basic lockstitch machine,
-- attachments for the lockstitch machine,
-- other machine types,
-- seam and stitch types.

Lesson 17: Complete the Garment

Aim: To practice very simple polite requests and refusals, using the vocabulary of garment parts, and colors and fabric patterns.

Materials: For a class of twenty, five sets of small cardboard cut-outs of garment pattern pieces in three different colors and two different fabric patterns. (These can be made by gluing fabric to the cardboard shapes). A small card with "key" should also be provided. See below for an example of what could be done.

Procedure: A large envelope containing a jumbled collection of pattern pieces in various colors/fabrics is given to each group of four. Each group looks at its "key" which indicates what they should collect. Then each member of the group takes its turn to go round to the other groups to ask for a pattern piece needed. Only one question may be asked per group at one time. This should generate exchanges similar to the following:

A: Do you have the bodice front 1 in green?

B: No, sorry. We don't.

* * *

A: I need the belt in blue. Do you have it?

B. Yes. Here you are.

A: Thank you.

Etc.

The first group to collect a complete set is the winner.

5. Cultural and Non-Linguistic Aspects

There are a number of topics of non-linguistic interest and concern which may cause misunderstandings and which should be included in a language program. Because of limited space, only one will be discussed.

Lesson 18: Quality Control

Aim: To familiarize students with, and practice language about production faults. They should already be familiar with words such as "too", "not enough", "same", "different".

Materials: Several actual examples from the factory of faulty garments or parts. Examples could include:
- Seam is too wide/narrow.
- Stitching is uneven.
- Material is soiled.
- Fabric is scorched.
- Seam is twisted/crooked.
- Hem is uneven.

Procedure: Garments are passed around one by one and the language necessary is elicited or given by the teacher in answer to the question "What's wrong with this?"
This can be then practiced in a "memory game"[1] whereby all faulty objects are placed on the table, then covered up and students see how many they can remember.

Extension: This could be extended through two role plays -- one where the supervisor is discussing a fault with an operator, and another where students role play buyers in a shop dissatisfied with faulty purchases.

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[1]Based on: Jupp and Hodlin, Industrial English, p.236.

6. "Reading", "Writing" and Number Practice

Materials for a course of this type should be virtually totally oral/aural, especially where a portion of the class may be illiterate in their own languages, or familiar only with a different writing system. There is a case to be made, however, for devoting a limited amount of time to word and number recognition skills which may be essential to the job. Some students, too, may wish to spend some time on limited writing skills.

Lesson 19: Number Bingo[1]

Aim: To promote quick recognition of number sequences used in the job. At beginning stages short numbers could be used, and later the kind of numbers used on "tickets" and punch-in cards could be used. Examples could include the following:

"Ticket"-type numbers	"Punch-in" numbers
Style numbers - 5 digit	May or may not be according
Cut number - may be 3 digit	to 24 hour clock. For example:
Shirt	8.05
Sizes -- 14½ +	13.22
Rate -- .23 (note point)	17.30
etc.	etc.

Materials: A checking sheet with all the numbers for the teacher/group leader, a number of cards with

[1]Based on W.R.Lee, Language Teaching Games and Contests, (Oxford, England: Oxford University Press, 1979), p.89.

different numbers, and enough counters or cardboard discs to cover the numbers for each participant.

Procedure: As in any bingo game, but may be played with teacher and class or better still, in small groups, with students taking turns as leader.

Lesson 20: "Word Snap"[1]

Aim: To practice quick recognition of words encountered either on the job or in forms and other documentation put out by the union/management.

Materials: A set of sixty cards (with about 12 different words) with words (both ways up) on one side. The words may be taken from one area of interest or be mixed. Suggestions could include the following:

From the "ticket"	From payslip	From forms	
cut	name	receipt	sex
collars			
style	clock	name	married
close			
rate	no.	address	children
bottoms			
set	hours	Social Security	age
pocket			
stitch			
cuffs	reg.	number	birthplace
turn			
hem	overtime	local	national origin
lining			
press	earnings	ledger	citizenship
placket			
sleeves	gross	date	payment
zipper			
binding	deductions		

[1]Based on: Ibid., p.121.

Procedure: Each group of 4-6 players receives a set of cards which are dealt out equally. Play as with any "snap" game, the winner being the one who collects the greatest number of pairs.

As many workers have to keep a record (either of time worked or pieces completed) to receive wages, and should be able to cope with the associated language, the following information exchange exercise has been devised to give practice in the language associated with calculating wages on an hourly basis.

Lesson 21: Information Exchange Exercise (Wages)

Aim: To practice reading, writing, listening and speaking skills in calculating wages.

Procedure: The students divide into pairs. Student A receives the sheet containing the information and Student B receives a blank form (except for the necessary headings). By using the correct question forms, Student B obtains the information from Student A and fills in his form. The exercise could be done again reversing roles with a different information sheet.

This should generate language such as:

B: When did you start work on the sixteenth?

A: At 9 o'clock. Etc.

and

B: How many regular hours did you work this week? How much overtime did you do? Etc.

Student Sheet A

Name: Anna Silvester

Clock No: 108

Week ending: 11/20

	Start work	Stop for lunch	Start work again	Stop work	TOTAL HOURS
11/16	9:00	12:00	1:00	5:00	7
11/17	9:10	12:10	1:10	5:10	7
11/18	9:00	12:00	1:00	6:00	8
11/19	9:00	12:00	1:00	6:30	8½
11/20	8:30	12:00	1:00	6:00	8½
					39

HOURS			EARNINGS		
Rate	Regular	Overtime	Regular	Overtime	Gross
4.6	35	4	161.00	27.60	188.60

Workers require some familiarity with the kind of language required for understanding and filling in forms associated with union health and welfare benefits. It would be up to the individual teacher to judge whether such skills would be suitable for the class, but it would seem useful for students to be able to recognize some of the words occuring often and if skills are up to it, to write in some basic information. If not, students should certainly be taught how to ask for help in doing so.

Lesson 22: Giving Personal Information

Procedure: Students fill in their own form and then go round the class asking others for personal information, using their forms as prompts. After several minutes, the teacher calls a halt, and students try to remember all they can about a particular person they interviewed.

Materials: (See following page for sample Personal Information Form).

Personal Information Form

Name:_____
Last , First

Address:_____
Number Street Apartment Number

_____
City State Zip Code

Date of Birth:_____

Place of Birth:_____
(City & State)

Sex: Male Female (Circle one)

Citizenship:_____

Married: Yes No (Circle one)

Number of children: (if applicable)_____

Name of Spouse: (if applicable) _____

Union Ledger Number:_____

Name of Employer:_____

Address of Shop:_____

_____

_____

7. "Humanistic" Activities

Although discussion of this aspect has been left until last, this is not to deny its importance; in fact, considerations of personal involvement are so essential that any real learning could not take place without it. As Brumfit[1] has noted, there is a danger in ESP teaching that because it is so "purpose" oriented, to ignore the psychological aspects of language learning and use. As he says, after the beginning stages, the learner should be able to integrate his personality into his communication. "If this is allowed to happen, the language becomes internalized and 'natural'."[2]

Moscowitz[3] has described a myriad of activities to use for this purpose, but below are described three from other sources. Such activities are particularly important at the beginning of a course, to set the "tone."

Lesson 23: Getting to Know You[4]

Aim: To enable students to get to know one another at the beginning of a course.

Procedure: Having introduced themselves to one another, students stand in a circle. One person has a

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[1]Brumfit, "Commonsense About ESP." in English For Specific Purposes, ed. Holden, p.71.

[2]Ibid., p.72.

[3]Moscowitz, Caring and Sharing in the Foreign Language Class.

[4]Jane Revell, Teaching Techniques For Communicative English, (London: Macmillan, 1979), p.14.

large ball which s/he throws to someone in the circle, saying, as s/he does so, the person's name. If s/he remembers the name correctly, the game continues in the same way. If not, s/he must take back the ball and throw it to someone else.

Lesson 24: Memory Game[1]

Aim: To promote good relations among class members at a fairly early stage of the course.

Procedure: Students move about the class looking at one another carefully. After a few minutes, the teacher asks them to stand back to back with the person standing nearest them and try to remember without looking at each other again, the person's name and details of his/her appearance and clothes, etc.

Lesson 25: Expressing Feelings

Aim: To use the language of personal expression and to promote class harmony.

Procedure: Each person is given a piece of paper, a crayon and a pin, and asked to draw a picture of him/herself showing how s/he is feeling at that moment, something s/he is good at, and something s/he likes doing. Learners pin their pictures onto their clothes and walk about the

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[1]Ibid., p.14.

class exchanging personal information and views.

Further to all of this, the teacher of English should keep in constant touch with supervisors and personnel officers, so that they realize what is going on in the language class and are aware of the language problems of the non-English speaking employees. The teacher can ask them to be aware of their difficulties so that these can be dealt with in the class. The students' own reactions and suggestions are also a very valuable source for the teacher of ESP in industry, in that flexibility and responsiveness to student needs should always be the hallmark of a good language course.

Chapter V CONCLUSION

It is hoped, therefore, that the twofold purpose of this paper: that of looking at the possibilities of developing a course for non-English-speaking workers in the New York garment industry, and of exploring the theoretical considerations which should inform the development of any ESP course, have been achieved.

In summary, this task was attempted in the following way. Chapter Two discussed the meaning of ESP and the kind of linguistic and applied linguistic theory which forms the basis of learner needs analysis and syllabus development. Chapter Three went on to apply these ideas about needs analysis to the concrete situation of workers in the garment industry, and set out the experiences and results of this writer's research. Finally, Chapter Four attempted to fuse the theoretical and the practical into the concrete form of actually listing the items which should be taught, and setting out several suggested lessons.

The length and type of this paper has meant that, although research was as thorough as possible under the circumstances, a great deal more work would remain to be done before the syllabus and materials could be put into practice, and this is not to mention the fact that no

materials can be seriously judged until they have been actually used with students.

However, it is hoped that some practical use may be made of this study -- either in the garment industry, or as an example for others seeking to develop ESP courses of a similar nature. At least, it may be seen as a plea for the real needs of learners to be taken into account, and as an honest attempt to put theory into practice.

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